

CALIFORNIA SCHOOLS

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CONTENTS

	Page
Directory of the State Department of Education.....	382
The Season's Greetings.....	383
Public Education and the Public.....	384
Conference of California Public School Superintendents.....	387
Departmental Communications.....	389
Interpretations of School Law.....	393
For Your Information.....	396
Professional Literature.....	401



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CALIFORNIA STATE PRINTING OFFICE
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The Season's Greetings

Peace on Earth, Good Will toward Men. These words to a listening world breathed a spirit of amity. If the pastoral folk who first heard the herald were moved and blessed by the power of this benediction, what may it mean heralded in our midst with the freshness of its first import?

From generation to generation the spirit of this message has quickened all people. Now may it quicken them anew to an awareness that this proclamation of peace may be realized through a full acceptance and living of the sentiment of Good Will toward Men.

The school as an agency for promoting social progress and human advancement may further its great purpose by spreading this message. Teachers foster the development of this spirit by themselves radiating friendship and cheerfulness. Mankind will be ennobled and lifted to ever higher levels through the embodiment of this spirit in personal relationships and every-day actions.

Imbued with the hope of world peace, the Superintendent of Public Instruction and the State Department of Education join in a renewal of the refrain, Peace on Earth, Good Will toward Men.

Public Education and the Public

VIERLING KERSEY, *Superintendent of Public Instruction*

The institution of public education in the United States was established by the people to safeguard and maintain the democratic ideals upon which American society itself was founded. It is society's agency not only for preserving the cultural heritage of the past but also for promoting social progress. The very term public education implies education of the public and by the public; it further implies a very intimate relationship between the people and the institution. The nature of this relationship will determine in a large measure the effectiveness of the institution in serving the public which established and maintains it.

Officials entrusted with the management of public education and teachers of the pupils attending the public schools have a responsibility not only for performing the functions inherent in their position but an additional obligation for rendering an account of their stewardship to the public. This latter responsibility must be exercised at all times rather than on special occasions only or at long intervals. The programs carried on during American Education Week are excellent examples of the type of cooperative endeavor which may be carried on between the school and the public. Such cooperation should characterize the relationship between the school and the public at all times.

In order to maintain and improve the relationship between the school and the public, certain definite responsibilities must devolve upon educational leadership. A few of the most important outcomes to be achieved are the following:

1. Educational programs must be readjusted and reorganized to meet the changing needs and objectives of society. New emphasis must be placed upon the development of good citizenship. Social responsibility in contrast to strong individualism must become a primary objective of education. The present situation demands a new type of learning with particular attention to the development of ability to cope with the innumerable social, civic, and economic problems of a complex nature that confront society. Education must train for worth while use of the much greater amount of leisure resulting from technological advancement.

2. The school program must be conducted efficiently and economically. The public is vitally interested that pupils have the benefit of an educational program organized so that learning takes place as efficiently as possible, and is concerned that the taxpayers' money shall be expended wisely.
3. Adequate information regarding school programs and the efficiency and economy of school management must be readily available. The public must have such information as a basis for evaluation of school programs and judgments concerning the extent to which the school meets the needs of society.
4. The school must interpret its educational program to the public. A proper relationship between the school and the public demands that the aims and functions of the school, and the activities of the curriculum and teaching methods be understood.

Public education is a vast cooperative enterprise of society. Its effectiveness in achieving the objectives set by society depends upon the nature and degree of cooperation between the school and society. The problem of relationships between the school and the public is one of the major educational problems in California. In accordance with the plan announced in the August, 1933, issue of *California Schools*, the Superintendent of Public Instruction has appointed the following state wide committee to study the various phases of the problem and to offer suggestions and recommendations relative to cooperation between the school and the public. The committee membership consists of:

Representatives from the State Department of Education:

Helen Heffernan, Chief, Division of Elementary Education
and Rural Schools, Chairman

L.B. Travers, Chief, Division of Adult and Continuation Education

Ivan R. Waterman, Chief, Division of Textbooks and Publications

State Advisory Committee:

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Conference of California Public School Superintendents

The recent conference of California Public School Superintendents held October 20 and 21, 1933, was characterized by a fine spirit of cooperation, and by earnest deliberation of the major problems confronting public education in California. Even though attendance at this conference was on a voluntary basis, the conference was as well, if not better, attended than previous conventions of superintendents called in accordance with law when attendance was required. This willingness to assume responsibility for cooperative endeavor in meeting important problems facing education is indeed encouraging. The Superintendent of Public Instruction is deeply appreciative of this fine attitude on the part of the educational administrators throughout the state.

One of the significant outcomes of the conference is a statement of basic principles adopted by the conference. These principles should receive the endorsement of every citizen of the state interested in the welfare of public education. The statement of principles follows:

A STATEMENT OF PRINCIPLES

We, the School Superintendents of California, assembled in conference on the call of the State Superintendent of Public Instruction, in cooperation with the California Teachers Association and the California Association of Public School Superintendents, desire to submit to the citizens of California the following propositions which we believe are of vital importance to the present and future welfare of our state and of the Republic.

1. We believe in the continuance of a representative form of government controlled by intelligent voters acting on the principles of social as well as political democracy.

2. We believe that a system of public education, free to all the children of all the people from the kindergarten through the university, is necessary for the maintenance and preservation of our democratic political and social institutions.

3. We realize that present day, rapidly changing social conditions require changes in educational practice, and we believe it is the obligation of the public school to change and to maintain its program so as to serve the needs of society in a manner worthy of the very best American principles and ideals.

4. We believe that the first obligation of any society is to its children and youth; that it is the duty of our society to develop and maintain the self-respect and the physical, mental, and moral growth of the young, and when necessary to provide them with livelihood as well as with educational facilities until society is ready to afford them opportunity for productive participation.

5. While society will always have to meet the responsibility of educating its children and youth, we believe that the many social problems growing out of

rapidly changing social conditions make it absolutely imperative that the program of adult education sponsored and supported by the public in this state must be maintained and broadened to meet the growing needs of adult adjustment in a rapidly changing social order.

6. We recognize the obligation of school people to render a high type of service. They must maintain a high level of personal character. In order that this may be done, it is to the best interest of society to provide the conditions which will attract the best abilities into the teaching profession.

7. We recognize that the state has resources adequate to meet its social needs, and we believe that finances adequate for the support of its educational program should be provided by a just and equitable system of taxation based upon the ability of the citizens to pay.

8. We hold that it is the right and duty of all citizens, and the obligation of the members of our profession, to express themselves in defense of these principles and to cooperate in making them effective.

We call upon the citizens of California, in the interest of themselves and their children, to cooperate with the educational workers in their schools in putting these principles into effective practice.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

WALTER R. HEPNER APPOINTED CHIEF OF DIVISION OF SECONDARY EDUCATION

At its meeting in Oakland on November 24, 1933, the State Board of Education, upon nomination by the Director of Education, elected Superintendent Walter R. Hepner of the San Diego City Schools to succeed Nicholas Ricciardi as Chief of the Division of Secondary Education. This position has been vacant since the resignation of Dr. Ricciardi effective July 15. Mr. Hepner will assume his duties in the State Department of Education on January 1, 1934.

Mr. Hepner served as a high school teacher in Oxnard and Chicago, was Principal of the Long Beach Polytechnic Evening High School in 1919-20, was Vice-principal of the Fresno High School, 1920-1923, served in the capacities of High School Principal, Director of Research and Assistant Superintendent of Schools in Fresno, 1923-26, was Fresno City Superintendent of Schools, 1926-1928, and has been City Superintendent of Schools at San Diego since 1928. He has taught university and teachers college classes during summer sessions and in extension service. Mr. Hepner received the M. A. degree from the University of Southern California in 1916. He is the co-author of three social science textbooks.

Superintendent Hepner has an excellent background of training and experience to equip him for leadership in the field of secondary education in California. He is well and favorably known to secondary school teachers and administrators throughout the state, having participated actively for many years in the work of numerous state and regional committees in addition to his direct administrative responsibilities in the secondary schools. He is well qualified to offer leadership in the solution of the many urgent problems confronting us in the field of secondary education. The state is indeed fortunate in being able to secure Mr. Hepner for this position.

CONFERENCE OF DIRECTORS OF INSTRUCTION

The State Department of Education announces a Conference of Directors of Instruction in Elementary Education to be held at the Hotel Biltmore, Los Angeles, December 28 and 29, 1933. The call for

the conference has been directed to city, county, and district superintendents; supervisors and directors of instruction in county and city school systems. Important problems will be discussed relative to the status and service of supervision in the educational program.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

ORDERS FOR DEPARTMENT OF EDUCATION PUBLICATIONS

School officials are advised that all requests and orders for publications of the California State Department of Education should be directed to the Division of Textbooks and Publications rather than to the State Printer or other divisions of the Department of Education in order to avoid confusion and delay.

NEW PUBLICATIONS

Teachers' Appraisal of Rural School Supervisor's Work in California.
Department of Education Bulletin No. 16, November 15, 1933.

This bulletin presents the report of a study of the values of the work of the rural supervisor by means of the judgment of a number of teachers in the rural elementary schools of the state. The material was gathered by the questionnaire method and has been summarized in tables and interpreted by the author.

The study falls into three parts: (1) training and experience of teachers replying to questionnaire, (2) teachers' evaluation of supervisor's activities, and (3) teachers' reactions to supervisory service.

Statistics of California Junior Colleges for the School Year Ending June 30, 1933. Department of Education Bulletin No. 17, December 1, 1933.

Basic statistical data relating to California junior colleges during the school year 1932-1933 are included in this bulletin which is issued annually. The material includes tabulations compiled from the annual reports of junior college principals. Certain tables indicate the growth of the junior college movement in California in recent years.

DAVID F. JACKEY, and BENJAMIN W. JOHNSON. *Analysis of the Automobiles Trade with Training and Upgrading Programs.*

This volume lists the objectives and content that must be mastered in a vocational training program in automechanics. It also gives complete details concerning conditions of employment and training in the different employment levels of the automotive trade and the abilities and knowledge required to attain success in these levels. A discussion of the economic and social conditions affecting the trade is included as are also suggestions for the use of the analysis in the field of vocational guidance and in the industry itself where problems of personnel are concerned with the selection, placement, and upgrading of the worker.

Complimentary copies of this volume are being distributed to high school libraries. Additional copies may be secured for \$1.25 each.

Division of Adult and Continuation Education

L. B. TRAVERS, Chief

MINIMUM STANDARDS FOR ADULT CLASSES IN HEALTH AND PHYSICAL EDUCATION¹

Classes in health and physical education may be organized singly or in combination. Courses in hygiene, health education, first aid, and physiology fall logically under the term *health*, while courses in basketball, volley-ball, folk dancing, and swimming should be organized under the generalized title *physical education*. A combination course, including activities coming under both terms, should be called *health and physical education*.

The following standards will be used by the State Department of Education as a guide in recommending the approval, or disapproval, of classes in health and physical education for adults. Only approved classes are entitled to state apportionment of funds available for the purpose. All health and physical education classes carried on under these standards must be reported on blanks provided by the Division of Adult and Continuation Education.

STANDARDS

1. *The course must be justified on the basis of acceptable educational objectives.* Interpretative, mento-motor, impulsive, or organic development of the individual may result from participation in health and physical education activities. Acceptable educational objectives lie in these phases of development. Classes can not be justified solely on the basis of providing recreation or amusement for those who have leisure. Such classes should be sponsored and financed by the community recreation organization.
2. *The course shall be properly named.* Physical education, hygiene, health education, first aid, physiology, and health and physical education are examples of appropriate names. When physical education courses are limited to one type of activity, the name of the activity should appear in the content description, or be used as a *secondary* title.
3. *The procedure or methods to be used in realizing the educational objectives must be appropriate and well organized.* The statement made in the official report shall include a detailed description of the methods used. Such description should make clear the methods used in relation to organization, administration, and teaching of the class.
4. *An approved outline of the course content must appear in the official report.* Such an outline should indicate the nature of the activities to be included in the course. Content should be given in detailed form.
5. *The course may be confined to one type of activity, or may include several types.* A class may be organized and the instruction limited to swimming, or members of the class may engage in two or more types of physical education activities during one class period or during different class periods.

¹ These standards were developed by the Division of Health and Physical Education in cooperation with the Division of Adult and Continuation Education.

6. *The instructor in charge of the class shall hold a valid state credential which entitles him to teach the activities carried on in the class. At present, three types of state credential, each having a specific authorization for service, are available. These are: the general secondary credential, the credential in physical education, and the credential in adult education limited to health and physical education or to the activities named on the credential.*
7. *Attendance shall be counted only for persons regularly enrolled and regularly in attendance. Those who meet the general enrollment requirements of the school and the special enrollment requirements for the class shall be designated as regularly enrolled. To be called regular in attendance, the individual should attend no less than three-fourths of the class periods which constitute the course.*
8. *Members of the class should wear clothing suitable for the type of activity in which they engage. Gymnasium costumes, swimming suits, and other types of wearing apparel need not be uniform, either in design or color, for all members of the class.*
9. *Only those activities which involve considerable use of the large muscles of the body shall be approved for classes in physical education. Swimming, basket-ball, tennis, handball, volley-ball, relay races, and folk dancing are examples of large muscle activities. Checkers, card games, guessing games, and "Simon Says" would not qualify as physical education activities. They might, however, be included in a course in community recreation.*
10. *The needs of individuals enrolled in the class should be determined before a program of activity is prescribed. For physical education, a physical examination involving the services of a physician is desirable. Wherever the services of a physician are not practical, individual needs may be analyzed by the instructor through personal consultation and by other appropriate means.*
11. *The program of activity in the course shall be suited to the needs of the various individuals in the class. The instructor should know the developmental results which come from participation in different types of activities. In physical education, individuals with functional or structural handicaps should not be assigned to activities in which their participation may result in injury.*
12. *No average daily attendance may be counted during organized competition with any individual or group outside of the class membership. The class period should be a time for individual and group instruction. Athletic competition between groups to determine the championship team in the community does not accomplish objectives which may be legitimately set up for the course.*
13. *The maximum number of students which should be enrolled in a class is related to the type of activity in the class. Teachers should have an opportunity to give individuals personal attention so that they may adapt programs of activity to their individual needs.*
14. *Class periods sixty minutes in length seem to be most desirable for courses in health and physical education. In physical education, class periods of great length are not desirable because of the nature of the activities and their functional effects on the individual. Fatigue of muscles is a factor in the learning situation. Time in which to prepare for class, or time at the end of the class period for taking showers and dressing will not be allowed in excess of fifteen minutes for any one class.*
15. *No course shall be approved unless appropriate facilities for conducting the activities are provided. The kind and number of facilities used in the course should be reported on the official blank, along with the content or methods used.*

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Compromise of Claims Against School Districts

Where the consideration for the compromise of a claim of a school district against a contractor is not only the promise of the contractor to pay his subcontractors and materialmen, such promise in itself not being good consideration, but was also the abandonment of a threatened suit by the contractor involving the validity of the claim, the consideration is good and the compromise is valid, regardless of the motive of the governing board of the district in making the compromise. (*Hamilton etc. vs. Oakland School District etc., et al.*, 86 C. D. 532, ---- Pac. (2nd) ----, reversing *Hamilton etc. vs. Oakland School District etc., et al.*, 73 C. A. D. 1, ---- Pac. (2nd) ----.)

Appellate Court Decisions

Dismissal of District Permanent Employees

Where a permanent employee of a school district is employed as an associate director teaching kindergarten for half a day serving under the direction of a director, and the governing board of the district, at the close of a school year, reorganized the administration of kindergartens so that kindergarten directors taught classes morning and afternoon and the board discontinued the kind of service rendered by assistant and associate kindergarten directors, who in fact were helpers acting under the direction of a director, the employee could lawfully be dismissed at the end of the current school year under School Code section 5.710, the board being within its rights in limiting its employees to directors teaching a full day instead of employing associate or assistant directors teaching only half a day and then under the direction of a director. A teacher who teaches part time, or teaches a particular subject or teaches by the hour is rendering a particular kind of service. (*Fuller vs. Berkeley School District etc., et al.*, 75 C. A. D. 555, ---- Pac. (2nd) ----.)

Dismissal of District Permanent Employees

Where a permanent employee of a school district is employed as an art teacher traveling from school to school giving helping lessons

for the benefit of pupils and classroom teachers, and such service is discontinued at the close of a school year, the employee may be dismissed at the end of such school year (under School Code section 5.710). (*Davis vs. Berkeley School District etc., et al.*, 75 C. A. D. 558, ---- Pac. (2nd) ----.)

ATTORNEY GENERAL'S OPINIONS

Discontinuance of Nautical School

There is nothing in the Statutes of 1933 to indicate that California Nautical School was or is to be discontinued. (A. G. O. 9010, November 10, 1933)

Compensation Insurance of Rural Supervisors and Visiting Teachers

In view of School Code sections 4.788 and 4.794, and sections 7, 8, and 46 of the Workmen's Compensation Act, and A. G. O. 5834, each school district must act as an entity in insuring with the State Compensation Insurance Fund visiting teachers and rural supervisors employed by the county superintendent of schools and serving such district. (A. G. O. 9023, November 22, 1933)

Payment of School District Bond Taxes

Chapter 760, Statutes of 1933, does not apply to bonds issued by a school district, the proceeds of which were used to construct a new schoolhouse, or for the purchase of the land and the construction of the schoolhouse, and, therefore, taxes assessed to pay the interest on and to retire bonds issued by a school district for the construction of a new building may not be paid by delivering a bond of the district, the same being due. (A. G. O. 9012, November 8, 1933)

Construction of Harper Bill

Chapter 1055 of the Statutes of 1933 (Harper Bill) authorizes the leasing or conveyance to the federal government of lands belonging to a school district and does not expressly authorize a school district to lease property from the federal government; but it appears that, particularly if authorized by an election as provided in said chapter, a school district would have the power to make some character of contract with the federal government which will result in the ultimate ownership by the school district of a building and a lot of land, the school district finally paying off the federal government and receiving clear title to both building and land. (A. G. O. 9041, November 22, 1933)

Liability of Districts and Board Members Under Field Bill

Under Deering Act 7518b (Field Bill) School Code sections 2.801 and 2.802 and Deering Act 5619 the liability incurred by a school district or the individual members of the governing board thereof should an earthquake occur, and pupils of the district be injured through the destruction or damage of the buildings of the district is as follows:

1. In the event the governing board had not applied to the Division of Architecture of the State Department of Public Works, such omission would not be material. It would be a question of fact as to the negligence of the officers of the district, if, in fact, negligent, and if the damage results as a result of such negligence they would in the first place be personally liable and, secondly, the district would be liable providing the conditions set forth in section 2 of Deering Act 5619 were applicable to any given situation. There would be no personal liability on the part of an officer of the district if, in fact, he could avail himself of any of the defenses suggested by Deering Act 5618.

2. In the event the governing board of a school district had the buildings of the district inspected by the said Division of Architecture and neglected or refused to make such repairs or undertake such reconstruction of such buildings as would correct defects reported by the Division of Architecture, such neglect or refusal would be evidence of negligence on the part of the governing board of the district and both the members of the board and the district itself, if such negligence could be sufficiently shown.

3. In the event the buildings of a school district are inspected by the said Division of Architecture and the governing board of the district is ready and willing to correct such defects as may have been discovered but because of lack of funds or the unwillingness of the voters of the district to provide funds to carry on necessary repairs or reconstruction, the board is unable to undertake such repairs or reconstruction, the existence of such conditions would be no lawful defense on the part of the members of the board or the district they represent in permitting a dangerous condition to exist in a school building. If the members of the board are, in fact, reasonably convinced that the recommendations of the said Division of Architecture must be carried out to safeguard the lives of the pupils of the school district, it is their duty either to carry out such recommendations, or if impossible to do so, to close the schools. (A. G. O. 9040, November 22, 1933)

FOR YOUR INFORMATION

STATE COUNCIL OF EDUCATIONAL PLANNING AND COORDINATION

School Code section 2.1365, enacted by the 1933 Legislature, provides for a State Council of Educational Planning and Coordination, consisting of the Superintendent of Public Instruction and the President of the University of California as ex officio members, and seven other members, each to serve for a one year term, appointed jointly by the State Board of Education and the Board of Regents of the University of California upon the joint nomination of the two ex officio members. Five of these seven must be lay persons. The nominations of the Superintendent of Public Instruction and the President of the University of California were approved by their respective boards on November 24 and November 28.

The membership of the council is as follows:

Charles Albert Adams, Attorney at Law, San Francisco
Allen T. Archer, Member of the State Board of Education
Miss Annie Florence Brown, President of the Oakland Forum
Mrs. William B. Hayes, President of the California Congress
of Parents and Teachers, Burlingame
H. Gurney Newlin, Attorney at Law, Los Angeles
Chester H. Rowell, Member of the Board of Regents, University of California, and Editor of the *San Francisco Chronicle*
Will C. Wood, Vice-president of the Bank of America, Oakland
Vierling Kersey, Superintendent of Public Instruction
Robert Gordon Sproul, President of the University of California

School Code section 2.1366 provides: "The function of the State Council of Educational Planning and Coordination is to study problems affecting the relationships between the schools of the public school system and the University of California, and to make recommendations thereon jointly to the State Board of Education and the Regents of the University of California through the Superintendent of Public Instruction and the President of the University of California."

SECRETARY ICKES DISCUSSES EDUCATION

In the following excerpts from an address by Secretary of the Interior, Harold L. Ickes, in connection with the National Education

Association program October 29, 1933, the secretary discusses the growing complexity of our civilization and the growing cost of education:

It goes without saying that the higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up through advancing stages more and more education was needed to fit him for the life that he was called upon to live.

Gradually more and more people began to acquire the rudiments of learning but they were indeed rudiments. The United States of America is a comparatively young country, and even as late as our pioneer days the people got along with little formal schooling. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were were kept open for only three or four months a year and few indeed were the children who studied more than the three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained through experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The three R's were considered merely as finishing touches to the practical education received outside of the school. The masses of the people had to be content with this smattering of an education, although there was a college here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent to the education that the modern child can receive in an up-to-date high school.

But life never stands still. It either goes backward or forward, and the course was an upward one following these early pioneer days. Life became more complex as commerce and industry developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common school education. Our wellbeing as a people and the relative position of our country in the family of nations required us to turn our attention more and more to education. So a noncompulsory school system gradually gave way to a compulsory one, until now school attendance for a certain number of years is required in every state in the union. The mere statement of this fact is all that is necessary to demonstrate the universal belief in this country that we must educate our youths broadly and generally in order to assure the best possible citizenship and the well being and security of the state itself.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go through the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Life air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours when we were children for the taking, and that it will be theirs for our children in their turn for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve unimpaired this essential tool of democracy. There is an enemy within the gate. Apparently there are those in the land who are taking advantage of the economic strain and stress under which we have been suffering to dim the light that has guided our course since pioneer days. It is being urged that we have spent

too much money on education; that we are overeducated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civilization is undermined our civilization itself will suffer to a corresponding degree.

So intimately is the general education of the people related not only to their own happiness and well being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. The natural resources of our country are no greater today than they were a hundred years ago. As a matter of fact, they are much less. Quantities of the gold, silver, coal, and iron have been mined, and to a considerable extent our oil has been exploited and our forests cut down. Probably our native ability as a people is little, if any, greater than it was a hundred years ago. Yet none will deny that the value of the people to the nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. Of the three factors in the production of material wealth, namely, natural resources, native ability of the people and education, education is the only one that varies to any considerable extent. And it should be borne in mind that education can vary in either direction. If our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality it goes without saying that with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we can not bequeath an education to our children. The most we can do is to provide them with the means for an education.

EDUCATIONAL BROADCASTS

Education at the Crossroads

- December 2—Dr. Aurelia H. Reinhardt, President of Mills College, will speak on "Education for Women in the New Social Order"
- December 9—Musical Program by students from Lowell High School, San Francisco
- December 16—Homer Chaillaux, State Commander of the American Legion, will speak on "Why I Fight for Our Public Schools"
- December 23—Vierling Kersey, Superintendent of Public Instruction, California State Department of Education, will speak on "Christmas Stories for Children"
- December 30—Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, California State Department of Education, will speak on "A Charter for Public Education"
- January 6—George Fulmer, President of the California Society for Crippled Children will discuss "The Eradication of Infantile Paralysis and Education of Handicapped Children"

This program is broadcast every Saturday evening at 6:30 over stations KPO, KGIR, KGH.

School officials are requested to copy and post this program.

American School of the Air

The American School of the Air correlating broadcast instruction with regular classroom work of elementary and high school pupils has returned to the Columbia Broadcasting System nation wide network. The programs are heard daily, Monday to Friday at 11:30 a.m., PST. History and literature studies take the form of dramatizations of the subject matter. Geography is presented by imaginary trips to the countries to be studied. Music and science lessons are also broadcast.

SCHOLASTIC AWARDS

The seventh annual high school art exhibit sponsored by *Scholastic*, national high school weekly magazine, will be held in the spring of 1934 in Pittsburgh. The yearly collection of best high school accomplishments in drawing, painting, carving, designing, weaving, and modeling is selected from work submitted from every part of the country.

Eleven full term scholarships to art schools of national repute are being offered through the Scholastic Awards for 1934.

In the literary division of the Tenth Annual Scholastic Awards, prizes and honors are offered for student poetry, short stories, plays, essays, sketches, book reviews, and different kinds of newspaper articles. Much of the winning literary material is to be published in *Scholastic* for April 28, 1934, and later in *Saplings*, *Scholastic* annual anthology of the best writing by high school students.

Entries for the Tenth Annual Scholastic Awards must be submitted to the judges before midnight March 20, 1934.

A NEW STUDENT PUBLICATION

High School Writer, a new secondary school magazine announces publication within the next school year. The new magazine will consist almost entirely of student contributions submitted through subscribing high schools. Manuscripts of literary merit are solicited for early issues. Cash prizes in amount of \$75 each month will be awarded to especially meritorious compositions. Additional information about *High School Writer* may be obtained by addressing the magazine, Lincoln High School, Seattle, Washington.

A PRIMER OF THE NEW DEAL

To make *A Primer of the New Deal* (*California Schools*, November, 1933) more usable as a text for pupils, a four-page supplement showing *How to Use a Primer of the New Deal* in class has been issued. If you have ordered copies of the primer, the American Educational Press,

40 South Third Street, Columbus, Ohio, will be glad to send as many copies of the supplement as you desire.

A TEXT FOR PRINTING CLASSES

The International Typographical Union has recently issued a new series of texts covering the modern composing-room methods. *I-T-U Lessons in Printing*, may be used by printing classes in vocational classes.

Copies of this publication may be ordered through John H. Chambers, Director of the International Typographical Union, Box 959, Indianapolis, Indiana.

A GUIDE TO CONSUMERS

Consumers' Guide, "a bi-weekly bulletin to aid consumers in understanding changes in prices and costs of food and farm commodities and in making wise, economical purchases," is now issued by the Consumers' Counsel of the Agricultural Adjustment Administration in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statistics in Washington, D. C.

PROFESSIONAL LITERATURE

REVIEWS

WILLIAM S. GRAY. *Improving Instruction in Reading*. Supplementary Educational Monographs No. 40. September, 1933. Chicago: The University of Chicago. xiii + 226 pp.

The study reported in this monograph was an outgrowth of a series of investigations by the Educational Research Committee of the Commonwealth Fund on curriculum and learning problems related to different school subjects. This committee in considering the problems which merited further investigation concluded that research related to curriculum and learning problems was progressing far more rapidly than were efforts to apply the results in improving school practices, and that there was an urgent need for a detailed study of the problems involved in reorganizing and improving teaching in conformity with the results of scientific studies. Hence, the present study on improving reading instruction in the elementary schools. The chief purposes of this study were:

- (1) To determine ways and means of reorganizing and improving the teaching of reading in harmony with the results of scientific studies.
- (2) To study the character of the administrative, supervisory, and teaching difficulties encountered in a supervisory campaign planned to improve instruction in reading.
- (3) To determine the effect, if any, on the achievement of pupils that accompanies and follows vigorous efforts to improve teaching.

This investigation differed from previous studies the specific purpose of which was to make desirable changes in the teaching of reading in two important respects, (1) it was concerned chiefly with ways and means of applying research findings to improving reading instruction, and (2) it sought to determine the kinds of administrative, supervisory, and teaching problems that arise in efforts to improve teaching and the methods that may be used in solving them.

In order that widely different conditions might be represented in this investigation, the cooperation of two groups of schools was secured. The first group included four school units differing widely in size and in type of supervision provided. The second group consisted of five schools designated as experimental schools representing widely different racial, social, and economic conditions, with which were associated four control schools.

The study as a whole occupied five years' time from the autumn of 1925 until the spring of 1930, and was divided into three main parts. The first part consisted of an initial survey concerning administration and supervision of the schools, teaching staff, character of the pupil population, aims and methods of instruction in reading, available equipment and supplies, extent of reading activities of pupils, estimate of efficiency of instruction, and pupil achievement in reading. The findings of the initial survey were summarized and presented to the teachers for study and interpretation. Administrative and supervisory officials were encouraged to study the findings carefully in order to discover elements of strength and weakness of the reading programs in their respective schools although no definite pressure was exerted in this connection.

The second part of the study, carried on during 1926-27, was devoted to the inauguration of such changes and improvements in teaching reading as seemed desirable and practical in each school. This program consisted of two types of constructive activities; the first, a series of supervisory steps planned by the investigator in conference with the administrative and supervisory officers to provide stimulation and guidance for the teachers; and the second, a number of intensive studies

of supervisory and teaching problems initiated by supervisory officers and teachers. The program for each school was designed to meet the specific problems peculiar to the school. These constructive activities are described at some length in the report.

The third part of the study, carried on during the following three years was devoted to a determination of the permanent values of the constructive program initiated in 1926-27 as measured by the continued efforts of school officers and teachers and by the results of reading tests. The methods employed and results obtained in each of the schools of the study are described in detail.

The investigator concludes that "evidence is conclusive that notable progress can be made in improving reading through the study and application of the results of scientific investigations relating to reading," and "The results of this study indicate that any school system can reorganize and improve its instruction in harmony with the results of research."

This monograph should prove extremely helpful to administrators and supervisors confronted with problems similar to those of the study. Of special significance is a list of 12 principles derived from the general literature on supervision and designed to serve as valid guides in improving teaching, and a list of 20 difficulties which may be encountered in setting up a comprehensive program to improve teaching. Conditions essential to success are discussed under the headings (1) Capable leadership within the schools, (2) A competent and professionally-trained staff, (3) Familiarity with current trends and the results of scientific studies, and (4) The importance of time. The success of this study, carried on under typical practical conditions and representing widely different situations, should be a source of real encouragement to administrators, supervisors, and teachers.

IVAN R. WATERMAN

CAROLINE J. TROMMER, and TERESA A. REGAN. *Directing Language Power in the Elementary School Child*. New York: The Macmillan Company, 1933. xii + 497 pp.

The activity program in the elementary school affords valuable opportunity for natural use of language. If the language arts are to become a potent, living factor in the child's life, the teacher must realize that the language period is not an isolated lesson but an integral part of all learning situations. No matter what the subject content may be, language skills are involved. Poise, assurance, fluency, effective expression, in fact all the elements essential to the language powers of children develop in the social group and integrated activities which characterize the modern school.

The authors have based their discussion on the children's love of the story, the urge to dramatic expression, and the enjoyment of beauty of sound and rhythm. Four theories constitute the sound philosophy on which the suggested procedures are based:

(1) Literature suggests many centers of interest for units of work that make for good oral expression and that may relate to many other school activities; (2) any "pattern" developed for one grade and for one unit of subject matter is adaptable to other grade levels and to different subject matter; (3) every oral exercise, fanciful or factual, is to be regarded as a language lesson irrespective of the particular school subject or the designation on the teacher's program; and (4) the persistence and resourcefulness of the teacher; her love for teaching knowledge of children's literature, and interest in the growth of individuals are the decisive factors.

The material of the book is divided into five chapters: Chapter I, The Story as a Liberator; Chapter II, Dramatization in the Grades; Chapter III, The Power of Poetry; Chapter IV, The Relation of Reading to the Development of Language Power; Chapter V, Subject Matter, the Servant of Language Power.

The use of the story to improve the speech of children satisfies the requirement of effective teaching. In the story the child finds something to speak about and in his interest and absorption in the story is the opportunity to forget self and to tell the story well. Many ways of teaching the story are suggested: reproducing

the story by the use of a sequence of pictures; creating an original story by the use of pictures; completing a partly told story from a climactic point; topical outlining of a story; vitalizing the story by means of conversation and action. A score of illustrations drawn from actual classroom situations on all grade levels indicate how the story may serve to direct the development of language powers.

Dramatization as defined by the authors is the "spontaneous, joyous, and utterly free rendering into drama" of the story. It is not the careful memorization, and artistic finished production of plays; it is something more than merely expressive reading. The making of plays becomes a delightful adventure as the authors present old friends like Rumpelstiltskin, Hansel and Gretel, and the Three Bears as children in real schools have dramatized them. Puppets and puppetry are given an effective treatment which will guide the teacher from the simplest form of the kindergarten to the more ambitious marionettes of the upper grades. The use of pageantry in the social studies program is skilfully presented and amply illustrated. Throughout this chapter, excellent lists of stories suitable for dramatization, historical episodes which lend themselves to pageantry, and extensive but carefully selected bibliography makes the material invaluable in the guidance of one of the most difficult and profitable techniques of elementary school instruction. Nearly half the book is devoted to the detailed presentation of dramatization.

The chapter on poetry is worthy of careful consideration. Who should select the poem to be memorized? There is no doubt that positive hatred of the poetic form has grown up in situations where children must "learn by heart" a prescribed list of required poems. Let us hasten by with hardly a word for that benighted pedagogue who used the products of the sacred muse as an instrument of punishment! Imagine the attitude toward poetry of the child required to memorize "Hail to thee blithe spirit" as a penalty for infraction of discipline! The opportunity to help children develop good taste in poetry, to acquire appreciation and perhaps to lead the child into some creative expression of his own is probably the most satisfying experience in a teacher's life.

Language power through reading and the subject matter of the curriculum constitute the material of the final chapters. The development of cooperative stories, book reports, directed reading, and the social studies units are practical in their concrete suggestions to teachers while they maintain unquestioned values in terms of the purposes of elementary education.

The authors escaped becoming involved in the mechanical aspects of the language arts. Creative expression that develops child personality dominates the book. Free rein is given the creative forms of the story, verse, and drama. The growth of creative ability is of the utmost importance to the child. The authors have put emphasis where emphasis belonged and have properly subordinated mechanics to creative expression.

HELEN HEFFERNAN

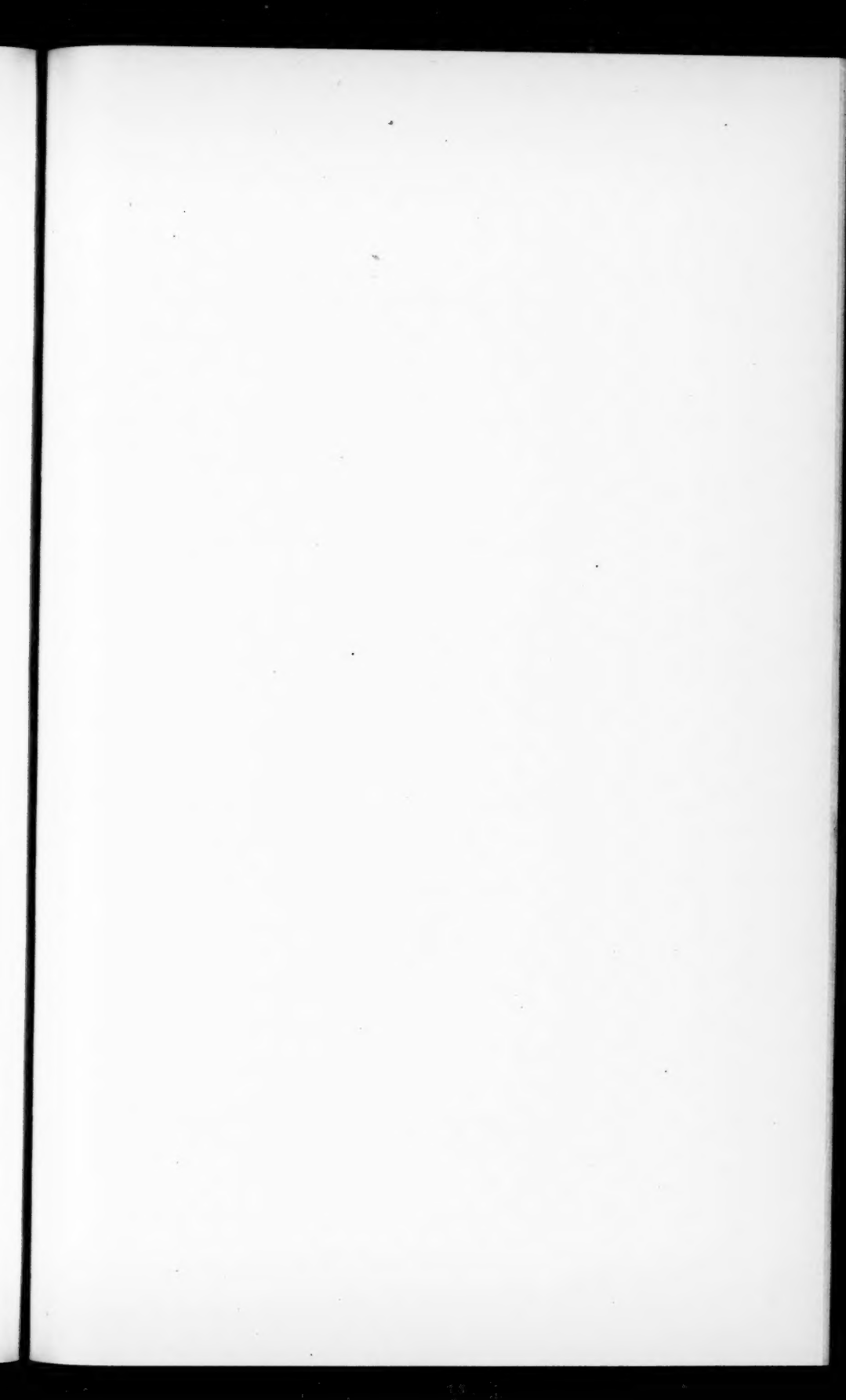
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Index
Numbers 1-12

Index to Volume IV, 1933

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Index to Volume IV, 1933

Numbers 1-12

In this index, the first number after each subject refers to the number of the issue of *California Schools* in which the article appeared and the second number refers to the page on which the article will be found. A comma is used between the reference to the issue and the page reference; a semicolon is used to separate two or more references to the same subject.

A call to the teachers of the nation, 10, 316

Acceleration-retardation reports, 3, 135

Admission

of non-resident pupils, 4, 173

to kindergarten, 9, 292

Adoption of music textbooks, 6, 228

Adult

classes, 4, 172

education publicity methods, 1, 27

Adults, employment of, 10, 322

Agriculture

broadcasts, 3, 147

classes, district maintenance of, 10, 324

enrollments increased, 3, 138

Amendment, proposed constitutional relating to taxation and school support, 6, 211

American

Association of University Women, convention of, 5, 198

Education Week, 10, 313

High School Students Association, 2, 56

Red Cross *First Aid Textbook*, 11, 372

School of the air, 12, 399

Apparel and equipment, purchase of for physical education, 3, 140

Appellate court decisions. (*See* legal interpretations.)

Apportionment

final, of state school funds, 3, 135

of state funds for elementary schools, high schools, and junior colleges for the school year 1933-34, 9, 292

Apportionments and attendance for special day and evening classes, 9, 295

Arbor Day, 3, 152

Architects, employment of, 2, 48

Architecture, division of to approve certain building operations, 11, 368

Articles, magazine, 1, 37; 2, 61; 3, 157; 4, 185; 5, 206; 6, 234; 7, 249; 10, 334; 11, 378; 12, 404

Association

American

High School Students, 2, 56

of University Women, Convention of, 5, 198

California Educational Research, meeting of, 4, 179

Columbia scholastic press, 1, 33

for childhood education, 3, 151

National Education,

addresses at convention of, 9, 297

membership in, 3, 150

of California Secondary School Principals, resolutions of, 6, 229

Outdoor Christmas Tree, 3, 152

Assumption of bonded indebtedness, 4, 173

Athletic contests, receipts of 5, 197

Attendance

- and apportionments for special day and evening classes, 9, 295
- and expenditures by types of school district 1931-1932, 11, 361
- at state teachers colleges, 10, 325
- during bank holidays, 2, 135
- of high school pupils, 5, 196

Attorney General's opinions. (*See* legal interpretations.)

Authority to compromise claims, 5, 196

Available publications of State Department of Education, (supp.) 2, 111

Average daily attendance in schools of California for 1931-1932, 1, 14; 1, 15; 1, 16

Basic readings dealing with social institutions, 4, 180

BESWICK, J. C., 1, 31; 2, 59; 3, 145; 4, 176; 5, 195

Biennial conference California Association of Women Deans and Vice Principals, 5, 180

Blindness, National Society for Prevention of, 5, 199

Board, member, school, 4, 181

Bonded indebtedness

- assumption of, 4, 173
- liability for, 3, 140

Bonds, refunding of school district, 3, 140

Book reviews, 1, 34; 2, 58; 3, 154; 4, 182; 5, 202; 6, 232; 7, 246; 8, 282; 9, 302; 10, 330; 11, 375; 12, 401

Boundaries, junior college district, 1, 23

Broadcasts

American school of the air, 12, 399

contributions of modern education, 4, 175

Economic world today, 1, 32; 2, 55

Education at the crossroads, 1, 30; 3, 145; 4, 175; 9, 297; 10, 328; 11, 373; 12, 398

Education for the New World, 1, 31

educational, 1, 30; 2, 50; 3, 145; 4, 175; 5, 199; 6, 231; 9, 297; 10, 328; 11, 373

Instruction in the use of the radio, 9, 297

Magic of speech, 11, 373

Mindways: Stories of human behavior, 1, 32

Music appreciation hour, 10, 329

National education association, 5, 199

Our American schools, 2, 54; 3, 146

Safety education, 1, 32

San Diego State Teachers College biweekly, 1, 31

Social planning, 4, 177

Speech education, 3, 147

Standard school broadcast, 10, 329

University of California, 2, 52; 3, 146; 4, 177; 5, 200

Vocational agriculture, 3, 147

You and your government, 2, 53; 4, 178; 11, 373

Youth forum, 4, 176

Budget

elementary school district, 3, 128

high school, 3, 129

junior college, 3, 130

kindergarten, 3, 128

reduction, 3, 123

reductions, 4, 165

school district, 3, 131

- Budgets
 - affected by legislation, 7, 240
 - district, 3, 127
- Building
 - fund, balance in, 3, 140
 - funds, surplus, 4, 174
 - reconstruction to be approved by Division of Architecture, 11, 368
- Buildings
 - expenditure of district funds for, 1, 29
 - school, construction and repair of, 9, 296
 - specifications for, 2, 48
- Bureau
 - of agricultural education, 3, 137
 - of mental hygiene, 10, 322
- Bus drivers' certificates, renewal of, 1, 22
- Buses
 - money spent for upkeep and care, 11, 367
 - purchase of, 5, 197
 - school, color of, 8, 275
- Buying power, students use, 3, 138
- Cafeterias, exempt from school tax, 9, 291
- California
 - congress of parents-teachers, 2, 49
 - Educational Research Association meeting, 4, 179
 - Elementary School Principals' Association, 9, 299
 - Polytechnic School, 10, 317
 - tax research bureau, report of, 1, 32
 - Teachers Association resolutions on financing public education, 1, 12
 - White House conference on child health and protection, 3, 149
- Call to the teachers of the nation, A, 10, 316
- Care of the eyes, literature concerning, 2, 57
- Certificated employees employed in California 1931-1932, 1, 16
- Certificates. (*See* credentials.)
- Chico State Teachers College offers lecture series, 2, 57
- Child
 - Health Day—May Day, 4, 171
 - labor, 3, 151; 10, 322
- Childhood education convention, association for, 3, 151
- Children, world friendship among, 9, 300
- Christmas tree, outdoor association, 3, 152
- Circulars on economy in education, 11, 371
- Citizens conference on the crisis in education, 3, 147
- City superintendents of schools (supp.) 10, 340
- Civilian Conservation Corps, educational opportunities for, 10, 318
- Claims, authority to compromise, 5, 196
- CLARKE, ERNEST P., in memoriam, 10, 309
- Classes in agriculture, district maintenance of, 10, 325
- CLEMENT, EVELYN, 3, 143; 11, 365
- COHN, SAM H., 2, 51; 9, 288; 11, 363
- Colorado school of mines scholarships, 3, 152
- Columbia scholastic press association, 1, 33
- Commercial schools contest, international, 4, 181
- Commissioner Zook speaks on the emergency in education, 10, 327
- Commission for Vocational Education, 3, 137; 5, 195
- Committee
 - on national child labor, 3, 151
 - on public education and the public, 12, 385
 - on the state support of education, 11, 358

- representatives from the State Department of Education, 11, 358; 12, 385
- state advisory, 11, 358; 12, 385
- state, coordinating, to revise school fiscal forms and procedures, 1, 22
- Comparison of school district expenditures for 1931-1932 and 1932-1933, 11, 360
- Compensation
 - application of tax on transportation for, 11, 367
 - laws, workmen's, 1, 22
 - of rural supervisors, 10, 325
- Complexity of life, Secretary Ickes, 12, 396
- Conference
 - National Occupational, 9, 301
 - National on the financing of education, 11, 369
 - citizens, on the crisis in education, 3, 147
 - of California Association of Women Deans and Vice Principals, 4, 180
 - of California public school superintendents, 10, 315; 12, 387
 - of directors of instruction, 12, 389
 - of elementary school principals and district superintendents, 2, 45; 9, 299
 - of school executives, 4, 179
 - on guidance and personnel, 6, 230
 - on industrial education, 6, 230
 - organized, national occupational, 3, 143
 - San Diego Round Table, 5, 180
- Congress, California, of parents and teachers, 2, 49
- Constitutional amendment, proposed, relating to taxation and school support, 6, 211
- Constitution
 - U. S. S. Constitution* enroute to the Pacific Coast, 1, 33
 - week, 9, 299
- Consumers' Guide*, a bulletin, 12, 400
- Contemporary life and a new education, 5, 189
- Contest
 - Gorgas memorial essay, 2, 56
 - international commercial school, 4, 181
- Contracts
 - and the N. R. A., 11, 367
 - elementary school district, 8, 277
 - for education of elementary pupils, 8, 279
 - illegal, between high school districts for education of pupils, 8, 280
- Contributions of modern education, 4, 175
- Convention
 - association for childhood education, 3, 151
 - California American Association of University Women, 5, 198
 - secondary school principals, 3, 141; 4, 170
- Coolidge, Calvin, tree planting in memory of, 3, 152
- Cooper, Wm. John,
 - assumes new duties, 7, 244
 - message from, 8, 281
- Correction
 - of August *California Schools*, 9, 296
 - of directory, 11, 363
- County superintendents of schools (supp.), 10, 339
- Counsel, right of school districts to employ, 10, 325
- Credentials, 11, 365
- Crisis
 - in education, citizens conference on, 3, 147
 - series, national, 11, 372
- Cubberley, Ellwood Patterson, 5, 193
- Current publications received. (*See* publications received.)

DALE, JOHN F., 10, 319

Day

Arbor, 3, 152

Child Health, 4, 171

Pan American, 4, 181

Deans, women, conference of, 5, 180

Decrease in expenditures and increase in average daily attendance, 11, 362

Democratic characteristics of public education must be retained, 4, 161

Dental health, 2, 57

Departmental communications

A call to the teachers of the nation, 10, 316

Acceleration-retardation reports, 3, 135

Admission to kindergarten, 9, 292

Agriculture enrollments increase, 3, 138

Apportionment of state funds for elementary schools, high schools, and junior colleges for the school year 1933-1934, 3, 135; 9, 292

Attendance and apportionments for special day and evening classes, 9, 295

Bills affecting school district budgets, 1933-34, 7, 240

Bulletin of the department of secondary education, 4, 171

California Polytechnic school, 10, 317

Child Health Day—May Day, 4, 171

C. C. C., educational opportunities for, 10, 318

Committee on tenure of professional personnel, 11, 363

Conference of directors of instruction, 12, 389

Conferences of

elementary school principals and district superintendents, 2, 45; 9, 299

supervisors and directors of elementary education, 2, 46

Correction to directory of California superintendents of schools, October, 1933, 11, 363

Dr. Ricciardi assumes new position, 8, 275

Dr. Stolz joins staff of Oakland public schools, 8, 276

Educational opportunities for members of the C. C. C., 10, 318

Elementary school district contracts, 8, 277

Final apportionment of state school funds, 3, 135

John F. Dale resigns, 10, 319

Junior college district boundaries, 1, 23

Junior high school certificates, 11, 365

Message of appreciation, 8, 276

Migratory children, 10, 322

Minimum standards for adult classes in health and physical education, 12, 391

Motion pictures in preparation, 3, 138

Mrs. Magdalene, Wanzer takes leave of absence, 10, 319

Music textbooks for seventh and eighth grades, 10, 320

New publications, 2, 45; 3, 136; 4, 170; 8, 277; 9, 294; 10, 320; 12, 390

Orders for Department of Education publications, 12, 390

Prize live stock given education, 3, 137

Prize poems from California schools, 10, 321

Renewal of bus drivers' certificates, 1, 22

Renewal of credentials for unemployed teachers, 11, 365

Report on adult classes, 4, 172

Required school bus colors, 8, 275

Resolution concerning non-competitive activities of printing classes, 5, 195

School administrators conference, 10, 315

School attendance during the bank holidays, 3, 135

School district elections necessary to increase district expenditures, 11, 364

Secondary schools principals convention, 4, 170

Speed ball at Long Beach, 2, 47

State coordinating committee to revise school fiscal forms and procedures, 1, 22

State sales tax does not apply to school cafeterias operated on non-profit basis, 9, 291

Students use mass buying power, 3, 138

Walter R. Hepner appointed chief of divisions of secondary education, 12, 389

Workmen's compensation law, 1, 22

Directory

of California superintendents of schools, October, 1933 (supp.), 10, 335

of superintendents, correction to, 11, 363

of the California State Department of Education, 1, 2; 2, 40; 3, 118; 4, 160; 5, 188; 6, 208; 7, 236; 8, 252; 9, 286; 10, 308; 11, 356; 12, 382

Dismissal of

district permanent employees, 12, 393

permanent teachers, 11, 366

probationary teachers, 2, 48

District

attorney defends school district, 3, 140

superintendents of schools (supp.), 10, 342

Districts, school, reorganization of in California, 9, 287

Division

of Adult and Continuation Education, 1, 27; 4, 172; 9, 295; 12, 391

of Elementary Education and Rural Schools, 2, 45; 10, 321

of Health and Physical Education, 1, 28; 2, 47; 4, 171

of Research and Statistics, 1, 22; 3, 135; 7, 240; 8, 277; 9, 292; 11, 363

of Secondary Education, 4, 171; 8, 276

of Special Education, Bureau of Mental Hygiene, migratory children, 10, 322

of Teacher Training and Certification, 11, 365

of Textbooks and Publications, 1, 27; 2, 45; 3, 136; 4, 170; 8, 277; 9, 294; 10, 320; 12, 390

Earthquake in Southern California, 4, 169

Economic world today, the 2, 55

Economy in education, circulars on, 11, 371

Educational

broadcasts, 1, 30; 2, 50; 3, 145; 4, 175; 5, 199; 6, 231; 9, 297; 10, 328; 11, 373; 12, 398

opportunities for members of the C. C. C., 10, 318

Education at the crossroads, 3, 145; 4, 175; 9, 297; 10, 328; 11, 373

Eight hundred fifty units of average daily attendance, schools having, 1, 14

Election of members of city board of education, 9, 296

Elections

necessary to increase district expenditures, 11, 364

school district, 4, 173

Elementary

budget, 3, 128

district buildings funds, surplus, 4, 174

education, conferences of supervisors and directors of, 2, 46; 9, 299

school principals and district superintendents conferences, 2, 45; 9, 299

schools, apportionments of state funds for, 9, 292

support, 8, 256

Enrollments, agriculture, increase in, 3, 138

Equipment and apparel, purchase of for physical education, 3, 140

Essay contest, fifth annual, Gorgas memorial, 2, 56

Essentials of a modern school finance program, 11, 369

Evening classes, attendance and apportionments for, 9, 295

Excerpts from addresses at the National Education Association, 9, 297

Expenditures

application to exceed limitations of, 8, 266

comparison of for 1931-1932 and 1932-1933, 11, 360

- for fiscal year, meaning of, 10, 326
- of school district funds, 11, 366
- retrenchments, 2, 41
- Eyes, literature concerning the care of, 2, 57
- Federal government, money received from, 11, 366
- Fees, fixing of for passing on construction plans, 10, 326
- Field bill, 10, 326; 12, 395
- Final apportionment of state school funds, 3, 135
- Finance
 - changes resulting from 1933 legislation, 8, 256
 - charter, school, 11, 369
 - school, national survey of, 3, 144
- Financing
 - of education, report of national conference on, 11, 369
 - public education, California Teachers Association resolutions on, 1, 12
- First Aid Textbook* of American Red Cross, 11, 372
- Fiscal forms and procedures, coordinating committee to revise, 1, 22
- Food, good, for little money, 1, 28
- For your information, 1, 30; 2, 49; 3, 141; 4, 175; 5, 198; 6, 288; 7, 244; 8, 281
9, 297; 10, 327; 11, 369; 12, 396
- Freshmen at Northwestern University, 5, 198
- Friendship, world, among children, 9, 300
- Fund, school district building, balance in, 3, 140
- Funds
 - district
 - as county funds, 10, 325
 - orders on, 6, 227
 - expenditure of school district, 11, 366
 - final apportionment of state school, 3, 135
- George Peabody college for teachers, 3, 152
- GIFFORD, MABEL F., 3, 147; 4, 176
- Good food for little money, 1, 28
- Gorgas memorial essay contest, fifth annual, 2, 56
- Guidance
 - and personnel conference, 6, 230
 - vocational service, 9, 301
- Harper bill, 11, 368; 12, 394
- Health
 - and physical education standards, 12, 391
 - child, California White House conference on, 3, 149
 - day, child, May day, 5, 171
 - dental, and nutrition, 2, 57
 - of children, 1, 28
- HEFFERNAN, HELEN, 1, 30; 1, 31; 2, 45; 2, 51; 2, 52; 3, 145; 3, 146; 4, 175;
4, 176; 4, 183; 4, 184; 6, 233; 7, 247; 8, 283; 10, 321; 10, 331;
11, 377; 12, 385; 12, 398; 12, 403
- HICKER, H. D., 3, 145; 4, 175
- High school
 - support, 8, 256
 - textbook listing, 1, 27
 - weekly, *Scholastic*, 9, 300
- High School Writer*, 12, 399
- High schools, apportionment of state funds for, 9, 292
- HILL, ANDREW P., 3, 146; 4, 175
- HILL, LILLIAN B., 4, 176; 10, 322
- Hogs, Blue Boy, 3, 137

- Ickes, Secretary, discusses education, 6, 228; 9, 298; 12, 396
- Illegal contracts between high school districts for education of pupils, 8, 280
- Illustrated lecture on child labor, 3, 151
- Impostor obtaining money from school employees, 3, 153
- Increase, percentage of, in average daily attendance and decrease in school district expenditures by types of district, 1931-1932 to 1932-1933, 11, 362
- Indebtedness
 bonded, 4, 173
 liability for bonded, 3, 140
- Industrial education conference, 6, 230
- Injuries to pupils
 at play, liability for, 10, 324
 being transported, liability for, 8, 279; 10, 324
 liability of district for, 6, 225; 8, 279
 through accidental collision, 3, 139
- In Memoriam
 Ernest P. Clarke, 10, 309
 Henry P. Suzzalo, 10, 310
- Insurance
 compensation, of rural supervisors and visiting teachers, 12, 394
 of employees of retirement board, 5, 197
 of employees of teachers retirement fund board, 6, 227
- International commercial schools contest, 4, 181
- Interpretations of school law. (*See* legal interpretations.)
- Interscholastic federation, appeals from, 5, 197
- Junior college
 budget, 3, 130
 district boundaries, 1, 23
 tuition, non-resident, 8, 269
- Junior colleges, apportionment of state funds for, 9, 292
- KERSEY, V., 1, 3; 1, 22; 2, 41; 2, 51; 3, 119; 3, 134; 4, 161; 4, 165; 4, 167; 4, 169; 4, 170; 5, 189; 6, 209; 6, 211; 6, 216; 7, 237; 8, 253; 8, 275; 9, 287; 9, 290; 9, 291; 10, 311; 10, 315; 10, 329; 11, 357; 11, 363; 12, 384; 12, 389; 12, 396; 12, 398
- KIBBY, IRA W., 1, 30; 1, 31; 2, 59; 3, 145; 4, 176
- Kindergarten
 admission to, 9, 292
 budget, 3, 128
- Kindergartens, discontinuance of, 8, 280
- Lakes of California, The*, 11, 372
- Lecture series, Chico State Teachers College, 2, 57
- Legal interpretations
 Appellate Court Decisions
 Attendance of high school pupils, 5, 196
 Authority to compromise claims, 5, 196; 12, 393
 Compromise of claims against school districts, 12, 393
 Dismissal of
 district permanent employees, 12, 393
 probationary teachers, 2, 48
 District
 liability for injury to pupils
 at play, 10, 324
 being transported, 8, 279; 10, 324
 maintenance of agriculture classes, 10, 325
 Injuries to pupils, 3, 139
 liability of districts for. (*See* injuries to pupils.)

- Judicial notice of school vacations, 10, 325
- Liability. (*See* injuries to pupils.)
- Principals, right of to tenure, 6, 226
- Property, title to school district, 3, 139
- Right of school districts to employ counsel, 10, 325
- Salary
 - discrimination, 6, 226
 - due, payment of, 6, 226
- School Code section 5.504 as a saving clause, 6, 227
- Teachers, dismissal of probationary, 2, 48
- Tenure
 - attainment of, 6, 225
 - estoppel of district to deny, 6, 225
 - law, constitutionality of, 6, 225
 - principal, right to, 6, 226
 - rights of permanent employees to, 6, 227
- Title to school district property, 3, 139
- Vacations, judicial notice of school, 10, 325
- Attorney General's Opinions
 - Admission of non-resident pupils, 4, 173
 - Amendment of tenure law, 5, 196
 - Appeals from California Interscholastic Federation, 5, 197
 - Application
 - of Constitution section 20, article XI, 11, 366
 - of tax on transportation for compensation, 11, 367
 - of tenure law, 8, 279
 - Approval of Division of Architecture for certain building operations, 11, 368
 - Architects, employment of, 2, 48
 - Assumption of bonded indebtedness, 4, 173
 - Attendance upon state teachers colleges, 10, 325
 - Bonded indebtedness
 - assumption of, 4, 173
 - liability for, 3, 140
 - Bonds, refunding of school district, 3, 140
 - Building
 - construction and repair, 9, 296; 11, 368
 - fund, balance in, 3, 140
 - funds, surplus elementary district, 4, 174
 - Buildings, school, 11, 368
 - specifications for, 2, 48
 - Buses, money spent for, 11, 366
 - Candidates for school trustee, 7, 243
 - Compensation
 - and employment of rural supervisors, 10, 325
 - insurance of rural supervisors and visiting teachers, 12, 394
 - Construction
 - and repair of school buildings, 9, 296; 11, 368
 - of Harper bill (Chapter 1055, Statutes of 1933), 11, 368; 12, 394
 - of Riley-Stewart tax plan (S. C. A. 30), 9, 296
 - Contracts
 - and the N. R. A., 12, 367
 - for education of elementary pupils, 8, 279
 - for education of high school pupils, 8, 280
 - Discontinuance of
 - kindergartens, 8, 280
 - nautical school, 12, 394
 - District funds as county funds, 10, 325

- Election of members of city board of education, 9, 296
- Elections, school district, 4, 173
- Employment
 - and compensation of rural supervisors, 10, 325
 - of architects, 2, 48
- Equipment and apparel, purchase of for physical education, 3, 140
- Expenditures
 - of school district funds, 11, 366
 - under Article XI, section 20 of Constitution, 9, 296; 10, 326
- Field bill, 10, 326
- Illegal contracts between high school districts for education of pupils, 8, 280
- Insurance
 - of district property in mutual insurance companies, 11, 367
 - of employees of retirement board, 5, 197; 6, 227
- Liability
 - for bonded indebtedness, 3, 140
 - of districts and board members under Field bill (Chapter 59, Statutes of 1933) 12, 395
- Non-resident pupils, admission of, 4, 173
- Orders on school district funds, 6, 227
- Permanent teacher's right to classification, 10, 326
- Plan fees under Field bill (Chapter 59, Statutes of 1933), 10, 326
- Powers of electors at district meetings, 8, 280
- Public transportation of private school pupils, 11, 368
- Purchase
 - of physical education apparel and equipment, 3, 140
 - of school buses, 5, 197
- Purposes of chapter 1055, Statutes 1933 (Harper bill), 11, 368; 12, 394
- Receipts of athletic contests, 5, 197
- Reductions in teachers salaries, 4, 173
- Refunding of school district bonds, 3, 140
- Right to charge non-resident pupils tuition, 4, 173
- Specifications for school buildings, 2, 48
- Suits against school districts, 3, 140
- Support of California Nautical School, 5, 197
- Surplus elementary district building funds, 4, 174
- Tax payment of school district bond, 12, 394
- Teachers' salaries, reductions in, 4, 173
- Tenure
 - crediting of service toward, 6, 227
 - in districts, 10, 326
 - law, right of Legislature to amend, 3, 139; 5, 196
- Tuition, right to charge non-resident pupils, 4, 173
- Vacancies
 - on board of education, 4, 174; 10, 326
 - of school trustee, 11, 368
- Warrants, school district, 5, 197
- Notes on 1933 legislation, 7, 243
- School district elections, 4, 173
- Supreme Court Decisions
 - Buildings, expenditure of district funds for school, 1, 29
 - Compromise of claims against school districts, 12, 393
 - Dismissal of permanent teachers, 11, 366
 - Pedestrian traffic tunnels, 11, 366
 - Principals and teachers, tenure of in day and evening schools, 1, 29
 - Teachers
 - and principals, tenure of in day and evening schools, 1, 29
 - dismissal of permanent, 11, 366

- Tenure of teachers and principals in day and evening schools, 1, 29
- Traffic tunnels, pedestrian, 11, 366
- Legislation
 - affecting school district budgets, 1933-1934, 7, 240
 - of 1933, 8, 256
- Legislative
 - proposals affecting education, 6, 216
 - proposals (supp.), 2, 65
- LENTZ, ALFRED E., 4, 176; 9, 288; 11, 363
- Lessons in Printing*, 12, 400
- Liability
 - for bonded indebtedness, 3, 140
 - for injuries to pupils, 3, 139
 - for injury to pupils at play, 10, 324
 - for injury to pupils being transported, 10, 324
 - of district for injuries to pupils transported, 8, 279
 - of districts for injuries to pupils, 6, 225
- List of available publications of Department of Education (supp.), 2, 111
- Literature, professional, 1, 34; 2, 58; 3, 154; 4, 182; 5, 202; 6, 232; 7, 246; 8, 282; 9, 302; 10, 330; 11, 375; 12, 401
- Livestock given to education program, 3, 137
- MCPHEE, JULIAN A., 3, 137; 3, 138; 3, 146; 4, 175; 10, 318
- Magazine articles, 1, 37; 2, 61; 3, 157; 4, 185; 5, 206; 6, 234; 7, 249; 10, 334; 11, 378; 12, 404
- Magazine, *Plain Talk*, 11, 372
- Major
 - changes in school finance resulting from 1933 legislation, 8, 256
 - problems confronting public education, 8, 253
- Mass buying power, students use, 3, 138
- Meeting State Board of Education, 1, 30
- Memoriam, In
 - Ernest P. Clark, 10, 309
 - Henry P. Suzzallo, 10, 310
- Menlo junior college, scholarships, 2, 55
- Message from Wm. John Cooper, 8, 281
- MORGAN, WALTER E., 1, 22; 1, 23; 1, 30; 2, 51; 3, 123; 3, 135; 7, 240; 8, 256; 8, 277; 9, 288; 9, 292; 11, 358; 11, 360; 11, 363
- Motion pictures in preparation, 3, 138
- MUNCY, C. F., 1, 30; 2, 51; 3, 146; 4, 175
- MURCHIE, MAUDE I., 3, 145
- Music
 - appreciation hour, 10, 329
 - book adoption, 6, 228
- Mutual insurance companies, 11, 367
- National
 - crisis series, 11, 372
 - Education Association
 - addresses, 9, 297
 - broadcast, 5, 199
 - membership in, 3, 150
 - Geographic Society resumes publication of its bulletin, 9, 300
 - Industrial Recovery Act, 11, 368
 - Occupational conference, 9, 301
 - Recovery Administration, 10, 327
 - industrial codes of, 10, 322
 - survey
 - of school finance, 3, 144
 - of secondary education, 7, 244

Nautical school

discontinuance of, 12, 394

support of, 5, 197

NEILSON, N. P., 1, 28; 1, 30; 2, 47; 2, 51; 3, 145; 4, 171; 9, 304

New

deal primer, 11, 371

publications, 1, 27; 2, 45; 3, 136; 4, 170; 8, 277; 9, 294; 10, 320; 12, 390

1933

legislation, 7, 243

legislative proposals affecting education (supp.), 2, 65

N. I. R. A. and the Harper bill, 11, 368

Non-resident pupils, right to charge tuition, 4, 173

Northwestern University plan for admitting selected group of freshmen, 5, 198

Notes on 1933 legislation, 7, 240

N. R. A.

and contracts, 11, 367

and the public schools, 9, 290

Nutrition and dental health, 2, 57

Obtaining money by false representation, 3, 153

Occupational, national, conference organized, 3, 143

Office of Superintendent of Public Instruction, 1, 22; 4, 170; 8, 275; 9, 291;
10, 315; 11, 363; 12, 389

Old Ironsides en route to the Pacific Coast, 1, 33

1933

legislation, 7, 243

legislative proposals affecting education (supp.), 2, 65

Orders on school district funds, 6, 227

Our American schools, radio program, 2, 54; 3, 146

Our teachers, 6, 209

Outdoor Christmas Tree Association, 3, 152

Pan American Day, 4, 181

Parents and Teachers, California Congress of, 2, 49

Paris summer session, 4, 181

Pedestrian traffic tunnels, 11, 366

Personnel, tenure of professional, 10, 311

Physical education equipment and apparel, 3, 140

Plain Talk magazine, 11, 372

Planning, educational, state council of, 12, 396

Poems, prize, from California schools, 10, 321

Polytechnic school, California, 10, 317

Pomona College scholarships, 3, 152

POTTER, GLADYS L., 5, 204

Powers of electors at district meetings, 8, 280

Press association, Columbia scholastic, 1, 33

Primer of the New Deal, A, 11, 371; 12, 399

Principals

Association of California Secondary School, resolutions of, 6, 229

convention, 3, 141

elementary, conferences of, 2, 45; 9, 299

right of to tenure, 6, 226

Printing

classes, non-competitive activities of, 5, 195

text, *Lessons in Printing*, 12, 399

Private school pupils, public transportation of, 11, 368

Prize

livestock given to education program, 3, 137

poems from California schools, 10, 321

Probationary teachers, dismissal of, 2, 48

Problems confronting education, 8, 253

Professional

literature, 1, 34; 2, 58; 3, 154; 4, 182; 5, 202; 6, 232; 7, 246; 8, 282; 9, 302; 10, 330; 11, 375; 12, 401

personnel, committee on tenure of, 11, 363

personnel, tenure of, 10, 311

Program, tentative, of principals convention, 3, 142

Progressive Education Association pamphlet on social and economic problems, 10, 316

Property, school district, 3, 139

Proposed constitutional amendment relating to taxation and school support, 6, 211

Public education and the public, 12, 384

Public schools in California, shall they be closed? 3, 119

Publications

list of available of Department of Education (supp.3, 2, 111

new, 1, 27; 2, 45; 3, 136; 4, 170; 8, 277; 9, 294; 10, 320; 12, 390

received, 1, 36; 2, 59; 3, 156; 4, 184; 5, 205; 6, 234; 7, 248; 8, 284; 9, 304; 10, 332; 11, 377; 12, 406

Publications reviewed

ARLETT, ADA HART. *Adolescent Psychology*, 10, 331

BREED, FREDERICK S. *Classroom Organization and Management*, 8, 283

BREWER, JOHN M. *Education as Guidance*, 2, 58

CASWELL, HOLLIS L. *Non-promotion in Elementary Schools, Field Studies No. 4*, 7, 247

Constructive Economy in Education. Research Bulletin of the National Education Association, 10, 330

COX, PHILIP W. L., and LONG, FORREST E. *Principles of Secondary Education*, 1, 34

CUBBERLEY, ELLWOOD P. *An Introduction to the Study of Education*, 3, 155

EELLS, WALTER CROSBY. *Teachers' Salaries and the Cost of Living*, 7, 246

Elementary School Libraries. The National Elementary Principal, Bulletin of the Department of Elementary School Principals, 11, 376

Fifth Year Book of the California Elementary School Principals' Association, 6, 232

First Yearbook of School Law. Edited by M. M. Chambers, 8, 248

FORMAN, HENRY JAMES. *Our Movie Made Children*, 11, 375

GRAY, WILLIAM S. *Improving Instruction in Reading*, 12, 401

HARTSHORNE, HUGH. *Character in Human Relations*, 9, 302

KOOS, LEONARD V., and KEFAUVER, GRAYSON N. *Guidance in Secondary Schools*, 1, 34

LINDQUIST, RUDOLPH D., and OTHERS. "Effective Instructional Leadership" *Sixth Yearbook of the Department of Supervisors and Directors of Instruction*, 4, 182

LLOYD, FRANK S. *Safety in Physical Education in Secondary Schools*, 9, 303

RICCIARDI, NICHOLAS, and KIBBY, IRA. *Readings in Vocational Education*, 2, 59

SADLER, WILLIAM S., and SADLER, LENA K. *Piloting Modern Youth*, 6, 233

SEYFRIED, J. E. *Youth and his College Career*, 6, 233

SEYFRIED, JOHN EDWARD. *The Contractual Status of California City School Superintendents*, 3, 154

School Library Yearbook, Number Five. The School Libraries Committee of the American Library Association, 4, 183

SWEENEY, G. FRANCES; BARRY, EMILY FANNING; and SCHOELKOPF, ALICE E. *Western Youth Meets Eastern Culture*, 8, 282

TODD, JESSIE, and GALE, ANN VAN NICE. *Enjoyment and Use of Art in the Elementary School*, 10, 330

TROMMER, J. CAROLINE, and REGAN, TERESA A. *Directing Language Power in the Elementary School Child*, 12, 402

- WOODY, CLIFFORD, and SANGREN, PAUL V. *Administration of the Testing Program*, 5, 202
- WRIGHT, LULU E. *A First Grade at Work. A Non-Reading Curriculum*, 5, 203
- Public schools
and the N. R. A., 9, 290
week, 2, 50; 3, 134
- Pupils
injuries to, 3, 139; 6, 225; 8, 279; 10, 324
private school, public transportation of, 11, 368
transportation, 1, 20
- Purchase of physical education apparel and equipment, 3, 140
- Radio
broadcasts, 1, 30; 2, 50; 3, 145; 4, 175; 5, 199; 6, 231; 9, 297; 10, 328;
11, 373; 12, 398
- Receipts
of all school districts, 3, 127
of athletic contests, 5, 197
- Red Cross textbook, 11, 372
- Reductions in school district budgets 1932-1933, 3, 123
- Refunding of school district bonds, 3, 140
- Regional conferences of elementary school principals and district superintendents,
9, 299
- Regulations governing pupil transportation, 1, 20
- Reorganization of school districts and units of administration in California, 9, 287
- Report of national conference on the financing of education, 11, 369
- Research
Association, California Educational, 4, 179
Bureau, California tax report of, 1, 32
- Resolution
concerning non-competitive activities of printing classes, 5, 195
adopted by the
Association of California Secondary School Principals, 6, 229
California Teachers Association, 1, 12
- Retirement board employees, insurance of, 5, 197
- Retrenchment in school expenditures, 2, 41
- Reviews, book, 1, 34; 2, 58; 3, 154; 4, 182; 5, 202; 6, 232; 7, 246; 8, 282;
9, 302; 10, 330; 11, 375; 12, 401
- Revision of state and county support for elementary schools and high schools, 8, 256
- RICCIARDI, NICHOLAS, 1, 30; 1, 31; 2, 51; 2, 52; 2, 59; 3, 145; 4, 171; 4, 175;
8, 275; 8, 276
- Riley-Stewart tax bill, 9, 296
- Roosevelt, Theodore, 10, 328
- Rural supervisors, employment and compensation of, 10, 325
- Salaries, teachers', reductions in, 3, 125; 4, 173
- Salary
discrimination, 6, 226
due, payment of, 6, 226
reductions, 3, 125; 4, 173
- San Diego round table conference, 4, 180
- Schedule of principals convention, 3, 142
- Scholarships
Colorado school of mines, 3, 152
George Peabody College for Teachers, 3, 152
Menlo Junior College, 2, 55
Pomona College, 3, 152
- Scholastic awards, 12, 399
- Scholastic*, national high school weekly, 9, 300

School

- attendance during the bank holidays, 3, 135
- board member, the, 4, 181
- bus drivers' certificate, 1, 22
- buses, color of, 8, 275
- district
 - budget, 3, 131
 - building fund, balance in, 3, 140
 - elections necessary to increase district expenditures, 11, 364
 - expenditures per unit of average daily attendance by types of school district, 1932-1933, 11, 362
- executives conference, 4, 179
- finance charter, 11, 369
- support, 6, 216
 - minimum amount required to be raised for, 6, 214
 - revision of, 8, 256

School Life*, a magazine, 10, 328*Schools**

- apportionment of state funds for, 9, 292
- having less than 850 units of average daily attendance 1931-1932, 1, 14
- our American radio broadcast, 2, 54

Season's greetings, 12, 383**Secondary education**

- bulletin of the department of, 4, 171
- national survey of, 7, 244

Secondary school principals convention, 3, 141**Secretary of the Interior discusses education, 6, 228****Shall public schools in California be closed? 3, 119****Sight saving classes, 5, 199****Social**

- institutions, readings in, 4, 180
- planning radio broadcast, 4, 177

Specifications for school buildings, 2, 48**Speech**

- education, radio broadcast, 3, 147
- magic of, 11, 373

Speed ball at Long Beach, 2, 47**Staff, State Department of Education, 1, 2; 2, 40; 3, 118; 4, 160; 5, 188; 6, 208; 7, 236; 8, 252; 9, 286; 10, 308; 11, 356; 12, 382****Standard school broadcast, 10, 329****Stanford University conference on guidance and personnel, 6, 230****State**

- advisory committee, 11, 358; 12, 385
- Board of Education, 1, 2; 2, 40; 3, 118; 3, 141; 4, 160; 5, 188; 6, 208; 7, 236; 8, 252; 9, 286; 10, 308; 11, 356; 12, 382
- council of educational planning and coordination, 12, 396
- funds, apportionment of for schools, 9, 292
- sales tax, non-application to school cafeterias, 9, 291
- Superintendent of Public Instruction
 - Committee on tenure of professional personnel, 11, 363
 - Contemporary life and a new education, 5, 189
 - Current issues of school finance, 1, 3
 - Democratic characteristics of public education must be retained, 4, 161
 - Importance of school textbooks, 5, 167
 - Major problems confronting public education in California, 8, 253
 - Our teachers, 6, 209
 - Proposed constitutional amendment relating to taxation and school support, 6, 211
 - Public education and the public, 12, 384

- Public schools and the National Recovery Act, 9, 290
- Public School week, 3, 134
- Reductions in school district budgets, 4, 165
- Reorganization of school districts and units of administration in California, 9, 287
- Retrenchment in school expenditures, 2, 41
- Shall public schools in California be closed? 3, 119
- Southern California earthquake, 4, 169
- State support of public education, 11, 357
- Status of major legislative proposals affecting education, 6, 216
- Tenure of professional personnel, 10, 311
- Youth and society, 7, 237
- teachers colleges, attendance at, 10, 325
- Statistical data
 - Apportionments to elementary, high school, and junior college districts for 1932-33, 3, 136
 - Attendance, 8, 270
 - Average daily attendance and expenditures for 1931-1932, 1, 14; 11, 361
 - Budgets
 - all school districts
 - by counties, 3, 131
 - by districts, 3, 127
 - elementary districts, 3, 128
 - high school districts, 3, 129
 - junior college districts, 3, 130
 - kindergarten, 3, 128
 - reductions in, 3, 132
 - Certified employees in districts having more than 850 units of average daily attendance or less than 850 units, 1, 16
 - Comparison of reductions in budgets with total receipts of school districts, 3, 132
 - Districts having an average daily attendance of 850, more than 850, or less than 850 units, 1, 14
 - Expenditures, 11, 361
 - Salary reductions, 3, 125
 - Taxation for support of elementary schools, 6, 214; 6, 216
 - Receipts of all school districts, 3, 127
 - Status of major legislative proposals affecting education, 6, 216
 - Student publication, *High School Writer*, 12, 399
 - STOLZ, HERBERT R., 8, 276
 - Student association, American high school, 2, 56
 - Students use mass buying power, 3, 138
 - Suits against school districts, 3, 140
 - Summer session
 - in Paris, 4, 181
 - in Virgin Islands, 6, 231
 - Superintendent of Public Instruction. (*See* State Superintendent of Public Instruction.)
 - Superintendent of Public Instruction, departmental communication, 1, 22; 4, 170; 8, 275; 9, 291; 10, 315; 11, 363; 12, 389
 - Superintendents
 - district conference of, 2, 45; 9, 299
 - of schools (supp.), 10, 339
 - Supplements, 2, 63; 2, 109; 10, 335
 - Support, school, 1, 4; 6, 214; 6, 216
 - Supreme Court Decisions. (*See* legal interpretations.)

Survey

- national, of school finance, 3, 144
- of secondary education, national, 7, 244

Suzzallo, Henry P., 10, 310

Tax

- bill, Riley-Stewart, 9, 296
- elimination of county school, 8, 256
- on transportation for compensation, 11, 367
- Research Bureau, report of California, 1, 32
- state sales does not apply to cafeterias on non-profit basis, 9, 291

Taxation and school support, proposed constitutional amendment relating to, 6, 211 ;
6, 214

Taxes

- payment of school district bond, 12, 394
- school district, 8, 269

Teacher exchange service, 3, 142

Teachers

- A call to, 10, 316
- dismissal of
 - permanent, 11, 366; 12, 393
 - probationary, 2, 48
- of sight saving classes, training for, 5, 199
- our, 6, 209
- publications useful to, 5, 198
- right to permanent classification, 10, 326
- salaries, reductions in, 3, 125; 4, 173

Tenure

- attainment of, 6, 225
- crediting to service toward, 6, 227
- estoppel of district to deny, 6, 225
- in districts, 10, 326
- law
 - amendment of, 5, 196
 - amendments to, 3, 139
 - application of, 8, 279
 - constitutionality of 1931, 6, 225
- legislation, data relating to districts affected, 1, 13
- of principals, 6, 226
- of professional personnel, 10, 311
 - committee on, 11, 363
- of teachers and principals in day and evening schools, 1, 29
- right to, 6, 226
- rights of permanent employees to, 6, 227

Textbook

- adoption, seventh and eighth grade music books, 6, 228
- listing, high school, 1, 27

Textbooks, importance of, 4, 167

Thrift Week, 1, 32

Title to school district property, 3, 139

Traffic tunnels, pedestrian, 11, 366

Training for teachers of sight saving classes, 5, 199

Transportation

- of pupils, new regulations governing, 1, 20
- liability for injuries to pupils, 8, 279; 10, 324
- public, of private school pupils, 11, 368
- tax for compensation, 11, 366

- TRAVERS, L. B.**, 1, 27; 4, 172; 9, 295; 10, 312; 10, 319; 11, 363; 12, 385; 12, 391
Tree planting in memory of Calvin Coolidge, 3, 152
Trustee
 school, candidates for, 7, 243
 vacancies in office of, 11, 368
Tuition, right to charge non-resident pupils, 4, 173
Tunnels, pedestrian traffic, 11, 366

Units of administration in California, 9, 287
University of California
 broadcast, 2, 52; 3, 146; 4, 177; 5, 200
 not a part of the public school system, 9, 296
University Women, American association of, California convention, 5, 198
Use of mass buying power by students, 3, 138
U. S. Government publications useful to teachers, 5, 198
Vacancies
 in office of school trustee, 11, 368
 on city board of education, 4, 174
 on board of education of chartered city, 10, 326
Vacations, judicial notice of, 10, 325
Virgin Islands summer session, 6, 231
Vocational
 agriculture broadcasts, 3, 147
 guidance service, 9, 301

WANZER, MAGDALENE, 10, 319
Warrants, school district, 5, 197
WATERMAN, IVAN R., 1, 27; 1, 35; 2, 45; 2, 59; 3, 136; 3, 155; 4, 170; 5, 203,
 6, 233; 7, 246; 7, 248; 8, 277; 8, 284; 9, 294; 9, 303; 10, 320;
 10, 330; 10,332; 11, 358; 11, 376; 12, 385; 12,390; 12, 402

Week
 American education, 10, 313
 Constitution, 9, 299
 Public schools, 2, 50; 3, 134
 Thrift, 1, 32
Winship, Dr. Albert Edward, passes, 3, 141
Workmen's Compensation Law, 1, 32
World friendship among children, 9, 300

You and your government, 2, 53; 4, 178; 11, 373
Youth and society, 7, 237
Youth forum, The, 4, 176

ZOOK, GEORGE F., 7, 244; 10, 327

